Instructional Technology Newsline

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Department of Elementary and Secondary Education

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In This Issue . . .

Instructional Technology Update

Happy new year! Even the numbers, 2002, give it a nice "look and feel". Other than catching a flu bug already, I always enjoy the month of January. The holiday activities (and pressures) are over, and I can kick back and reflect on the past. It's a time of renewal and optimism, a time to revise some old goals and set new ones. So, in my January state of mind, I would like to say that…

- *I admire the dedication, hard work, and achievements on behalf of the many students, teachers and administrators I have met these past years,*
- *I am thankful for the many partners with whom we have collaborated, in trying to help educators plan for, implement, and evaluate ways that technology can improve teaching and learning, and*
- *I look forward to making new acquaintances and partners and being awed by continued excellence in 2002.*

-Deb

FY02 Instructional Technology Grant Programs

TAG/VIDEO Grant Applications

No news to report for FY02 programs; however, we hope to have the FY03 TAG/VIDEO application window open in April. So, now is a good time to review and update your contact information, particularly email addresses that can change periodically.

TNP and eMINTS Programs Update

The Department contracts with MOREnet to administer the TNP and eMINTS programs. As we hoped and expected, the contract will be able to support a 40% discount in TNP fees and be able to purchase the state's portion of the student PCs for the eMINTS Program.

New Federal Education Technology Grant Legislation

After nearly three years of debate marked by entrenched policy and political differences, the U.S. Congress approved in late December legislation to reauthorize and revise the 1965 federal Elementary & Secondary Education Act (ESEA), which provides for most federal K-12 programs. While most of the technology grant provisions had been previously ratified, several technology components and most other programs and provisions were only recently approved. Among the major changes, the new law restructures several programs including technology, provides states and districts with new flexibility in the use of federal program funds, and adds additional testing and reporting requirements that build upon the 1993 ESEA accountability reforms.

Following are the new law's highlights, with an emphasis on technology-related provisions. Note that the administrative rules for operating these programs are not yet available. The U.S. Department of Education will over the next few months update its regulations so that the new programs and provisions will be in place for the 2002-2003 school year (Fiscal Year 2002 funding).

Technology State Grant -- As previously announced, funds are allocated by formula to the states, which must then allocate 50% of funds by Title I formula and 50% competitively to local districts. (The Technology Literacy Challenge Fund, which will morph into the new program, required 100% competitive state-to-local allocation.) The result will be a significant expansion of the number of federal grantees, as well as a wide variation in grant size from less than $1,000 to multi-million dollar grants for large cities. Grantees must use at least 25% of funds for professional development.

Other Technology Grants -- Lawmakers eliminated only the federal-to-local Technology Innovations Challenge Grant program (TICG). The Community Technology Centers (CTC), Star Schools and Preparing Tomorrow's Teachers to Use Technology (PT3) programs were all continued, with PT3 being transferred to the Higher Education Act.

Technology Integration -- Most core federal grants have been revised in terms of allocation provisions, uses of funds and accountability, but nearly all (including Title I, Reading First, Title II Teacher Quality, Bilingual Education, Innovative Programs, and 21st Century Community Centers) allow the use of program funds for technology.

Flexibility -- Local districts may transfer up to 50% of a program's funds among five formula programs (Technology, Teacher Quality, Safe and Drug Free Schools, Innovative Programs, and Title I, except that funds can be transferred into but not out of Title I). For example, a district could transfer 50% of it's technology formula grant into Title I, and conversely may transfer up to 50% from the Teacher Quality grant into technology. In addition, a demonstration program will allow 150 districts and 7 states to enter into performance agreements with the U.S. Secretary of Education in which even greater flexibility is provided in the use of funds so long as they meet goals of increased student achievement. Finally, because their grants are often so small, small rural districts will have similar flexibilities.

Technology Grant Funding – There is a total of $867 million in FY02 technology program funds (down from $872 million in FY01). However, the amount is complicated by the funding earmarked for specific projects, much of which was previously included under the TICG program but is now included in a broader account of smaller projects. The bill includes another $50 million for about 110 K-12 technology and technology-related projects and about $55 million for 121 such postsecondary projects, providing roughly one-half million for the average earmark and bringing the total direct federal technology investment close to $1 billion.

Total education funding: $48.9 billion
Education Technology State Grants: $700.5
Star Schools: $28 million
Community Technology Centers: $32 million
21st Century Community Learning Centers: $1 billion
Preparing Tomorrow's Teachers to Use Technology: $62.5 million
Ready to Learn: $22 million
Ready to Teach: $12 million

Annual Census of Technology

The 2001 COT report has been drafted and should be available online by the end of this month. The 2002 Census will again be completed during the April Core Data Cycle. Districts are encouraged to review their core data contact information and the district/building personnel with entry and submit privileges.

E-rate Program

On December 28, 2001, the Schools and Libraries Division issued over 300 funding commitment letters. Wave Eleven distributes $100.2 million, and brings the total commitment to over $1.8 billion. Those eligible for discounts below 85% will learn that their requests for internal connections must be denied due to insufficient funds. Uncertainty still exists about requests at the 85% to 89% discount rates. Following the mailing, funding data for the wave will be featured on the SLD website at http://www.sl.universalservice.org.

The Form 471 Window for 2002-03 e-rate discounts closes January 17 at midnight (EST). Any Form 471s submitted after January 17 will be considered for funding after the applications received within the window. A Form 471 submitted outside the window has a reduced chance of being funded. Form 471s can be submitted via paper or online. Applicants are encouraged to submit online applications -- this will meet the minimum processing standards to avoid automatic rejection and will increase the speed at which your form is processed. A Form 471 submitted online still requires that a certification page be mailed with a postmark date no later than January 17. A paper Form 471 must be postmarked by January 17.

Plan and Timeline for Missouri Statewide Buy of Filtering Software

As mentioned in last month's *Newsline*, DESE, the Secretary of State's Office, and the State Library are working on a statewide purchase of filtering hardware/software, to help districts become CIPA compliant. The intent is to lower costs of products on the state contract and subsidize the two-three most used products. The 2001 Census of Technology indicated that schools using filtering products predominantly used the same products. The companies offering the "top 8" filtering products will be approached about a possible statewide contract or subsidy. Details of the projected timeline and activities are provided below:

- November/December – World Wide Technologies to contact vendors of products currently in use in Missouri schools and libraries
- January – negotiate costs, select top two to three vendors
- February – distribute "pre-enrollment" letter to schools that describes the selected vendors and asks schools to indicate their plans to participate
- March 15 – deadline to return pre-enrollment letters

- April – decide subsidy amounts to vendors and distribute letter to schools that indicates "set" costs for FY03
- May – issue state payment to WWT
- July – Schools obligate local funds for products

State and District Technology Plans

The Missouri Education Technology Strategic Plan, 2002-2006 is near completion and will be made available online. The new state plan focuses on the same technology areas that districts are required, as of January 1, 2002 to address: 1) student learning, 2) teacher preparation and delivery of instruction, 3) management, communication, and administration, 4) distribution and use, and 5) technical support.

Districts are required to have board-adopted and state-adopted technology plans. The next review of district technology plans is scheduled for April 19, 2002. Plans must be submitted by no later than April 10 in order to be included in this wave of approval. Questions about technology planning or about being an evaluator should be directed to Kathy Parris in the Instructional Technology section.

Finding Missouri Videos now Available Online

--Submitted by Dave Parsons, DESE Lottery and Telecommunication Services & Sandy Falloon, MOREnet Communications

The Missouri Department of Elementary and Secondary Education and the Historical Preservation Section of the Missouri Department of Natural Resources funded the video series, "Finding Missouri: Our History and Heritage". DESE and MOREnet now offer a digitized version of the Missouri heritage video series streamed from their websites.
< http://www.dese.state.mo.us/divadm/telecom/moheritage.htm>
<http://emints.more.net/resources/moheritage>

Each of the 18 videos focuses on a single topic and lasts approximately 10-15 minutes. The videos feature documentary film footage, images of and spoken words from primary sources, reenactments of historical events and people, footage of historical sites and interviews with experts. The narration is designed to appeal to upper elementary and middle school students.

A 53-minute introductory video provides detailed background and production information about the series as well as guidance for teachers who want to integrate the series into their curriculum.

Additional resources from the Missouri Heritage Project <http://www.successlink.org/findingmo> include:

- teachers' guide
- suggested activities based on videos
- video uses to address Show-Me Standards
- bibliography
- discussion forum
- suggested curriculum units for MO and U.S. history studies

Finding Missouri: Our History and Heritage first was broadcast via satellite in December 2000. A copy of the series was sent to the principal of every school building in the state with a seventh grade in February 2001. Copies of the series are available from the SuccessLink lending library and public libraries throughout Missouri - and now, from the eMINTS website, MOREnet offers this educational online resource.

The digitized videos are stored on DESE-operated and MOREnet-operated servers at the Office of Administration Division of Information Services. The Missouri Lottery Commission purchased the RealServer software used to provide access to the digitized videos.

Johnson Goes Hawaiian!

--Submitted by Kathy Neely, Media Specialist, Johnson Elementary School, Hickman Mills School District

What is coral? Where are coral reefs located? If you would like the answer to these or any other questions about coral reefs, ask any fourth grade student from Johnson Elementary!

Under the direction of Leisa Reid, Instructional Technology Coordinator, and Kathy Neely, Media Specialist, the fourth grade students from Johnson were able to participate in an interactive distance learning science program, Kids & Reefs, hosted by KidScience. The electronic field trip, produced by the Hawaii Department of Education and Pacific Resources for Education and Learning, provided the students an opportunity to interact with scientists and students from Hawaii and learn more about an important ecological system.

Before participating in the live satellite field trip, the students from Ms. Ogilive's, Ms. Murphy's, and Ms. Scate's classes conducted research about coral reefs. Using the many resources in the media center and technology lab, as well as the online supplements provided by KidScience, our students prepared coral reef booklets to prepare for the exciting electronic field trip.

During the live presentation, the students were able to immediately pose questions to the Hawaiian participants, thanks to a direct telephone connection and Internet set-up. It was exciting watching the students express enthusiasm as they heard the experts discuss information they had researched. Everyone came away with new ideas and new information on coral reefs that they want to share with everyone!

eMINTS Student in the News

Barb Prock from Lebanon entered her science classes in an online contest, at www.wildplanet.com about toy inventions and one of her girls, Sarah, won!! She won hundreds of toys that they are sending her in the mail and she will be a toy consultant for one year for Wild Planet Toys. Sarah tries out toys and shares her opinion. She invented a glow in the dark, orange and black (it was Halloween time when Barb's class did this) jump rope. Barb took a picture with the digital camera, Sarah wrote a description and the entry was selected as a winner. Congratulations to Barb and Sarah!

Learning With Technology

--Submitted by Cass County R-V, Fordland R-III, and Bucklin R-2 Schools

Cass County R-V School

Through a Technology Literacy Challenge Fund Grant, the Cass County R-V School District was able to purchase equipment to form a Multimedia/MIDI (Musical Instrument Digital Interface) Lab. The center is composed of 15 computer/Roland Digital Piano stations in which students may work on music education software relating to basic music skills while also composing original compositions. These workstations are capable of recording music

in step-time (individual notes) or in real-time (as if recording a true performance). This lab is on an internal network and can work between stations to share pieces of music.

In the month of December, high school students were able to create their own arrangements of traditional Christmas carols and performed them for elementary classes. These original pieces contained at least two different instruments that were played on a digital piano. Elementary students have done similar activities in which their original melodies are arranged through the computer and then combined to create a class song.

The second year of the grant changes the focus of this lab from simply a music education initiative to a school wide Multimedia lab. Students will be able to input digital audio into multimedia presentations. Equipment such as SmartBoards and LCD projectors will be purchased to aid in the presentations and in classroom projects. The total amount of the two-year grant is $67,500.00.

As new equipment is being made available, our Technology Committee has made teacher training an important issue. Teachers in our district are required to complete an “Essential Technology Skills Checklist”. This checklist requires teachers to display competency in basic technology equipment use during in-service trainings. Our technology director maintains these records and meets with individual teachers to tailor their educational needs in regard to technology.

We have found that information regarding music technology is not very accessible. However, the TI:ME organization (Technology in Music Education) is very helpful and offers a wide variety of classes and workshops for every level. If you have any questions relating to our MIDI/ Multimedia Lab, you may contact Julie Sluyter, Music Director, at jsluyter@archie.k12.mo.us, or Robin Dimmitt, Technology Coordinator at rdimmitt@archie.k12.mo.us.

Fordland R-III

We Search Research TLCF Project

When Fordland R-III Schools applied for a TLCF grant, the middle school building had aging 486 computers without CD-ROM drives. Teachers were seeking ways to improve teaching research and report-writing skills, as well improve students' technology skills. A TLCF grant in February 2001 provided a modern computer for each classroom and replaced the old computer laboratory with modern 900 MHz computers. A laptop computer and LCD projector expanded instructional technology and presentation options. District teachers received technology-related professional development (equipment use, curriculum integration and technology competency training and testing) from February through September.

Core teachers collaborated to develop a scoring guide that is now used throughout the middle school for grading research papers and reports. Students selected a topic assigned from a content area in social studies, science or library/media, then the communication arts, library and content area teachers coordinated their curricula and instruction to help students do an in-depth and more coherent job of writing and research over six-week units.

Teachers also developed mini-lessons (10 to 15 minute projects) to teach specific research and writing skills. The mini lessons can be used in communication arts, social studies, science or library-media courses. They address picking suitable subjects to match the assigned length of a report, outlining, judging the quality of Internet sites, locating resources and improving writing skills. Some lessons were placed on disks for use in the laboratory, while others are group activities, paper-pencil or deconstructed papers that have to be reassembled then evaluated. Students sometimes email mini-lessons to the laboratory instructor, or submit projects on computer disks.

Students have mastered research skills with less need for individual instruction. They also use the laboratory's modern computers and word-processing (WORD) software to prepare higher-quality reports more efficiently. The middle school technology curriculum has been expanded to include student competencies in WORD at sixth grade, PowerPoint at seventh and web page development at grade eight. A 19% increase in seventh grade scores in the upper two quintiles of MAP has been one of the indicators of this project's success. For more information contact Carol Thompson at 417-738-2296 or cthompso@fordland.k12.mo.us.

Bucklin R-2

Technology Literacy and Application in Rural Missouri

The Bucklin R-2 School District in North Central Missouri was ecstatic when notification arrived in January of 2001 of the district's qualification for a Technology Literacy challenge Fund (TLCF) Grant. Like many other small, rural districts in Missouri, the 190 student (K-12) facility was struggling to stay afloat in the sea of technology. Many efforts had been made by the staff over the past decade to increase the number of computers in the classrooms and in the building through grants. Limited structural facilities were a major problem. Two computer labs had even been created. More is better, right? That is the main premise. Despite the increase in the number of computers in the building, the staff and student use of computers in the education process was small. One lab was also used as a classroom. This limited the hours that it was available for use. The other lab was the business lab. Again, business classes were held in that lab. The lack of availability of the labs created little interest in the faculty desiring to learn how to implement technology into their classrooms.

The "Technology Literacy and Application"/TLCF Grant provided an opportunity for the district to take one step forward in accomplishing its goal of providing intensive teacher training to increase the technological literacy, and then utilizing that knowledge by applying skills in the classroom to enhance student learning. A portable, wireless notepad station was created to attain the goal and allow teachers and students to utilize technological tools and computer software to enhance communication skills, create various projects/presentations, expand basic skills, and conduct research.

Once the wireless notepad was in place in February, the intensive teacher training began. The grant coordinator and technology honed their skills to conduct the training sessions. Formal, large-group 1 to 2 hour training sessions, in which the teachers were given technological knowledge, were followed by small-group, informal sessions, in which application, exploration, and collaboration occurred. This process deemed very effective. The teachers were more willing to experiment and try to apply their knowledge in the informal sessions. Topics for these sessions included how to employ Internet technologies, available software (including Word 2000, PowerPoint, Excel, Access, and Front Page), and use presentation equipment (Smart Board, digital camera, digital video camera, LCD projector, destination PC, and scanner). Tutorial CDs were also made available to the staff. These CDs range in all ability levels. Use of the CDs was very idealistic, but most teachers did not take advantage of them. Two full-day training sessions were implemented. One session was held in May and the other in August. An eMINTS teacher shared ways that the Internet and other technologies could be used in the classroom during part of one-day sessions. The success of the sessions was indicated by the high percentage, usually 100%, of the faculty attending. Each teacher received a stipend for attending the sessions. This definitely was a motivating factor.

Providing opportunities for teachers to increase their technological literacy is easily opposed to establishing the accountability of that knowledge in applying it in the classroom. This was and still is a stumbling block for the grant implementer and technology coordinator. Providing incentives, requirements, and/or a 'no application-no pay' policies are possible solutions to this problem. We will embark on that journey during the second year of the grant.

Another unforeseen factor that challenged the district during year one of the grant is the high percentage of teacher turnover. The 2000-2001 school year ended with 25% teacher turnover rate. The new teachers needed to be provided training similar to what the remaining teachers had received during the previous school year. The solution to this problem was very simple. The technology coordinator and grant coordinator provided intensive sessions during the first two months of school to increase the new teachers' technological literacy. Most of the new teachers were already literate and therefore the training progressed very quickly.

Student participation in the project was not as high as expected in year one. Due to the delayed start of the grant, the overall project's timetable was modified. The amount of student involvement that was planned for year one was not implemented at the anticipated level due to the need for teacher training, prior to commencing technological knowledge in the classroom. This is one of the main focuses in year two of the grant.

The Technology Literacy and Application Project (year one) was deemed a success for the Bucklin R-2 School District. Survey results indicated an increase in the amount of staff technological literacy and application. As year two rounds the bend continued staff training, student application, and community involvement will be on the agenda. With continued support and funding from the federal and state levels, we will continue to provide for our students' educational opportunities in a caring environment. For more information, contact Cindy Roberts at croberts@bucklin.k12.mo.us

Interactive Distance Learning in Action

PALM Net: Pike and Lincoln Media Network

(This information was first published in the MODLA newsletter "Going the Distance in October" 2001)

The Pike and Lincoln Media Network Consortium include the school districts of Elsberry R-11, Louisiana R-II, Pike County R-III, Silex R-I, Winfield R-IV, and Wright City R-II. The network went live in January 2001 with a pilot English Composition Class taught by Betty Barro of Silex to students at Clopton. Currently, five classes are being offered over the network. These include: College Algebra, Anatomy & Physiology, Sociology/Psychology, Calculus, and two sections of Spanish 1. Wade Grimes, Media Coordinator, Elsberry, is taking over the network coordination responsibilities and is presently teaching the Psychology/Sociology course over the network.

The PALM Net was awarded Interactive Distance Learning Grants for the 2000-2001 and 2001-2002 school years from the Missouri Department of Elementary and Secondary Education. During the first year, the grant award was $180,000. The second year grant award is $72,000. Each school district is committing approximately $8,000 per year toward an operations and maintenance fund in support of the network. The Elsberry district is serving as the fiscal agent for grant and consortium funds. In 2001, the school superintendents legally formed a consortium with the development of consortium by-laws and operating procedures. Vicki Hobbs of the MIT-E network provided a great deal of assistance to the PALM Net by sharing her consortium's procedures and documentation.

Planning for the implementation of the PALM Net began in 1997 soon after the formation of an interactive link between Pike/Lincoln Technical Center (PLTC) and St. Charles County

Community College (SCCCC). After seeing the success of this link in offering community college courses, the PLTC sending school superintendents began discussions regarding the feasibility of implementing a Pike and Lincoln County network. The primary need for distance learning revolved around the fact that small school districts have difficulty in hiring properly certificated teachers for the range of courses each district would like to provide its students. Superintendent and principal meetings were held regularly in conjunction with the PLTC meetings. Krista Flowers, Director, Pike/Lincoln Technical Center, served as the coordinator of the project from its initiation through the summer of 2001.

Planning meetings, site visits to other interactive networks, networking with vendors, and advice from experienced interactive coordinators were critical in developing the network. Visits were made to Community R-VI, Bayless and Winona School Districts. Planning meetings and discussions were held with Vicki Hobbs, Director, Missouri Interactive Telecommunication Education (MIT-E) Network; Bob Gill, Media Services Coordinator, Joan Clarke, Dean of Instructional Resources, St. Charles Community College; and Hank Niederhelm and Ken Brooks, MOREnet; Jim Billhorn, Missouri Distance Learning Association (MODLA); and Claranne Vogel, Program Supervisor, Department of Elementary and Secondary Education (DESE).

The technical discussions focused on the feasibility of using an H.323 compliant, IP-based network. Implementation discussions and planning sessions focused on aligning the bell schedules, the school calendars, and providing the appropriate training for teachers. In 1999, several teachers from the participating districts participating in a ProblemBased Interactive Learning professional development seminar held by the Mid Rivers Tech Prep Consortium in conjunction with PLTC and SCCCC. Each teacher had the opportunity to develop and present a mini-lesson over the network. Some of these key teachers have now gone on to teach over the current network.

With grant funds, Polycom FX codecs have been purchased for each site, along with a Radvision MCU bridge. The video is being delivered over each district's existing MOREnet Internet connection. Additional equipment includes a laptop computer, electronic whiteboard, LCD projectors, and a fax machine for each site.

An intensive four-day training session was held during June 2001 in conjunction with the Missouri Distance Learning Association. The trainers were Mike Jeffries, Distance Learning System Specialist, Robyn Criswell-Bloom, Director of Outreach Services, and Debbie Bassore, Assistant Director for Distance Learning, CMSU. Over 20 teachers and administrators participated in this training session, which included equipment usage, administrative topics, pedagogy, and teaching mini-lessons from the interactive classrooms at each school.

According to Wade Grimes, "Our distance learning classes are off to a great start! The cooperation and communications among school principals, superintendents, teachers, and students has been key to our success. We also couldn't have gotten to this point without all the sharing and support provided by DESE, MODLA, and all other interactive experts across the state."
Krista Flowers, Director
Palm/Lincoln Technical Center

Professional Development Tip of the Month

--Submitted by Becky Lopanec, eMINTS Teacher, Valley Park School District

“I know I have that bookmarked somewhere!”
“I’m sorry. I think you typed the URL incorrectly. Try again.”
“That’s bookmarked on my home computer.”

How many people have said these things? I used to say them almost daily until I started to use iKeepBookmarks. iKeepBookmarks is an online bookmark manager. It allows you to work from school and from home and still have all of your favorite sites. Children no longer have to type those long URL's that don't even make sense. You can share your bookmarks with other teachers so you don't always have to do the monotonous searching. And best of all, it is easy to maintain.

There are over 50 bookmark manager websites and I have tried about 46 of them. My favorite is iKeepBookmarks. It is well organized, easy to read, and both teacher and student friendly.

I use my iKeepBookmarks site as my class homepage. Every site they ever need to go to is attached to the website. The beauty of this is that when the students go home, they only need to remember one address. No more "Can I write down that address?" In fact, I have found through the hit counter, that my students actually enjoy going to my website and it is all educational! Imagine your students going home and actually reading about the Thirteen Colonies or taking reading comprehension quizzes. Parents love it because it provides a safe site for searching. The parents and children know that in my class, I don't allow their fingers to type in any URL. Any site that they need will be on my bookmark page.

The website is password protected. Only you can add folders and links, unless you decide to give that access to your students. I wouldn't recommend that as they might accidentally delete all of your sites. You can lock folders, too. For example, you have a unit on Ancient Egypt coming up and you want to introduce the unit with different websites. You can lock your folder so the students don't have access to it until you unlock it. This is your anticipatory set. Why spoil it? When the students see a new folder, they always want to check it out.

iKeepBookmarks is very easy to maintain. With the click of the mouse, you can add a bookmark to your site through what is called a pop up menu. As you are searching the web and you run across a website that you want to add, just click on add bookmark and it goes directly into your folder of choice. Folders...yes, you can even categorize your site with different folders.

I like to think of the site as my online filing cabinet. There is a lock on the outside and many different drawers. Inside the drawers are files with all of the information that I cannot live without. You must try it! Open up my filing cabinet and see what I have done. My website is http://www.ikeepbookmarks.com/lopanec5. Hope you enjoy it as much as I do! For more information contact Becky Lopanec at blopanec@prodigy.net

Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others create a photograph or slide of a print image (cartoon, chart, diagram, graph, picture, or drawing)?

A. Yes Creating a photograph or slide from a print image is not different than using the image in an opaque projector. No derivative work is created. The image, in this case, is being projected and/or viewed in its original form and cannot be altered in any way. However, such use is limited to **one time.**

Note: If the educator wishes to use (display) the same image a second time, he or she must obtain permission from the copyright holder.

METPA

--Submitted by Traci Ingram, METPA Secretary

Happy New Year to each of you! I hope that you had a wonderful, peaceful holiday season doing whatever brings you joy.

If you're like me, going back to school on January 2 was difficult, and annually I hold out hope for a snow day to extend the vacation just a little bit longer. Alas, no snow days, so here we are back at school.

If you've been reading the Newsline for the past couple of months, you've probably noticed that there is now a section devoted to METPA, the Missouri Educational Technology Professionals Association. In the past two issues of Newsline, the articles have been primarily about the organization itself, and an officer of the organization has written the articles.

While this article is written by an officer (I'm currently the secretary), the topic is a bit different. One of the benefits of joining a professional organization such as METPA is knowledge gained from the sharing of information between members. I'd like to share with you some information about a program that's been a part of the Monett R-1 School District for seven years. The program relates to an issue we all face as we attempt to integrate technology into the teaching and learning process in our individual districts -- and that issue is support. In our district, we've found some of that support in our students.

The high school students that provide computer technology support are enrolled in a course titled Computer Support Practicum (CSP). The students operate from a classroom at the high school called the “control room.” During any given day, they respond to telephone calls, email messages; notes sent via school mail, screaming from down the hallway (okay, maybe that’s a slight exaggeration), etc. The questions and requests for assistance may come from students and teachers at any or all of the district’s four campuses located throughout the City of Monett. (Monett is a rural city of approximately 7000 located in the southwest corner of the state. Student population is just over 2000 K–12. Campuses include elementary K–3, intermediate 4–6, middle 7–8, and high 9–12.)

The CSP students begin their activities during a week–long summer computer “camp.” Annually, all students enrolled in CSP attend—voluntarily. During the camp, the students receive technology training on a variety of topics. In addition to the technology instruction, the CSP students go from room–to–room at all campuses and set up new equipment, clean existing equipment, put together and deliver portable computer carts, etc. Basically, they assist in getting the district ready for the opening of school. The work is hard, it is always hot and humid, but they love it.

As soon as school begins, the CSP students’ real work begins—that work being to answer questions and fulfill requests from students and teachers throughout the district as they attempt to use computer technology. Although they are forewarned, the students are amazed at the number of questions and requests. They even report being asked questions and reminded about problems at Wal-Mart, the grocery and video stores—even in Sunday school!

The CSP students enroll in the course on an “independent–study” basis and receive a practical arts or elective credit. The instructor for the course is the Technology Director for the district (a certified teacher). There are currently 9 students enrolled, and they may enroll for any “period” of the school day. Most students enrolled are juniors and seniors, and most of the CSP students have cars, which allows them to travel from campus to campus. (Driving/traveling permits are signed by parents/guardians of all students.)

Although some driving is necessary, one unique means of providing support includes using a software program that allows the CSP students, from the high school or anywhere else in the district, to connect and maintain any computer on the network. For example, the intermediate teachers wanted social studies software loaded on all computers on their campus. With the wide–area network and software, a CSP student connected to each of the computers on the

intermediate campus from a computer in the control room at the high school and completed the project in less than one hour.

If you're interested in obtaining more information about the student support program, please feel free to contact me directly.
Traci Ingram, Technology Director
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Mark Your Calendar

January	
4	Newsline published online
3	First payment of approved year two TLCF grants
10	MO Rural Opportunities Council Telecommunications/Education Committee Meeting (1:15-3:30 p.m.) Governor's Office Building—Room 316, Jefferson City, MO
25	Newsline articles due
February	
1	Newsline published online
7-8	EMINTS Winter Conference at MOREnet
14	MO Rural Opportunities Council Telecommunications/Education Committee Meeting (1:15-3:30 p.m.) Governor's Office Building—Room 316, Jefferson City, MO
25	Newsline articles due

Upcoming 2002 Conferences

January 28-30	Midwest Education & Technology Conference St. Louis Millennium Hotel, St. Louis, MO Cooperating School Districts http://info.csd.org
February 21-23	Interface A – Grades K-6 Tan-Tar-A, Osage Beach, MO http://muconf.missouri.edu/interface/
February 24-26	Interface B – Grades 6-12 Tan-Tar-A, Osage beach, MO http://muconf.missouri.edu/interface/
March 5-6	Annual Technology Conference University Plaza Hotel, Springfield, MO RCET-SW www.rcet.net
March 9-11	ASCD 57th Annual Conference and Exhibit San Antonio, Texas http://www.ascd.org/trainingopportunities/conferences/2002ac/2002ac.html
March 10-12	Annual Virginia Society for Technology in Education State Conference Hotel Roanoke and Conference Center; Dr. Daniel Arkin; www.vste.org/conferences/index.html
March 21-22	MOREnet Spring Technical Conference

	Tan-Tar-A, Osage Beach, MO Missouri Research and Education Network
April 11	RTCBC Educational Technology Conference Student Union, Northwest Missouri State University, Maryville, MO www.nwmissouri.edu/~rpdc/index.html
April 15-16	Missouri Assistive Technology Conference and Exposition Holiday Inn Select, Columbia, MO www.dolir.state.mo.us/matp/
April 24-25	HELIX Conference Tan-Tar-A, Osage Beach, MO MERC (Missouri Education & Research Consortium) HELIX (Higher Ed Learning & Information Exchange)
June 17-19	Teaching and Learning Conference Holiday Inn Select, Columbia, MO
July 9	RPDC Tech-"Knowledge"-y—Region V Technology Expo 2002 Ramada Inn, St. Joseph, MO www.nwmissouri.edu/~rpdc/index.html
July 10	RPDC Tech-"Knowledge"-y—Region V Technology Expo 2002 Hillyard Technical Center, St. Joseph, MO www.nwmissouri.edu/~rpdc/index.html
October 6-8	Missouri Educational Technology Conference Tan-Tar-A, Osage Beach, MO Missouri Research and Education Network Missouri Department of Elementary & Secondary Education
October 13-15	Joint Iowa ASCD ITEC Conference Des Moines, IA www.itec-ia.org

From the Mailbag

ITTE Announces Online Course
http://www.nsba.org/itte/onlinecourses.html
The National School Boards Association's ITTE: The Education Technology Programs Department is launching several online courses designed for educators who are responsible for ensuring that the technology investment made in their district ultimately improves student performance. Registration is now open for "Grappling with Accountability: Resource Tools for Organizing and Assessing Technology for Student Results," which begins on January 8.

Grants / Funding
Benton Foundation: Sound Partners for Community Health
www.soundpartners.org/
Supports public radio/television stations working with community/public health organizations to propose creative and effective ways of promoting access to health care to the medically underserved
DEADLINE: 02/01/2002 (preliminary)
PHONE: 301-565-0805

NEC Foundation of America
www.nec.com/company/foundation
Supports projects that improve science and technology education at the secondary level and efforts to use technologies to assist people with disabilities in these academic areas
DEADLINE: 03/01/2002
PHONE: 516-753-7021

American Honda Foundation
Supports precollege and higher education, with strong emphasis on science, math, environment, and technology education, along with job training in these areas
DEADLINE: 02/01/2002
PHONE: 310-781-4090

Free Workshop
From the Annenberg/CPB Channel
LEARNING MATH: PATTERNS, FUNCTIONS, AND ALGEBRA is a content course for K through 6 teachers. It begins January 22 and will broadcast for an additional nine Tuesdays, and will also be available online. See http://www.learner.org/resources/resource.html?uid=140
If desired, three (3) graduate credits can be obtained through Colorado State University. Look for details at http://www.learner.org/channel/courses/graduate_credit_courses.html

Internet Sites of Interest

Grants
http://www.grantsandfunding.com/grantsandfunding/reports/writingproposals.html
Tips on writing successful proposals
http://www.grantsandfunding.com
Latest information on grant seeking and grants management

MAP Test
http://www.hazelwood.k12.mo.us/~cdavis01/map2000/4th.html
This site helps you prepare for the MAP test.

Hummingbirds
http://www.rubythroat.org/
Information on the Ruby Throated Hummingbirds.

Winter

Weather Watch: Winter Storms
http://teacher.scholastic.com/activities/wwatch/winter/index.htm

Billy Bear's Winter Activities
http://www.billybear4kids.com/holidays/winter/fun.htm

Snowflake Bentley Museum
http://www.snowflakebentley.com/museum.htm

Kids Snow Activity Page
http://www.teelfamily.com/activities/snow/

2002 Winter Olympics: Salt Lake City, Utah

The Opening Ceremony will be held Feb. 8, 2002, and the Closing Ceremony will take place Feb. 24, 2002, at Rice-Eccles Olympic Stadium on the University of Utah campus.

Salt Lake 2002 Olympics
http://www.saltlake2002.com

2002 Olympic Torch Relay Schedule
http://www.saltlake2002.com/news/SLOCOTR_Front.asp

2002 Olympic Event Schedule by Sport
http://www.saltlake2002.com/event_schedule/schedules/sport/as_schedule.html

An Educator's Guide to the Olympics
http://www.uen.org/2002/html/reach/

Newest eThemes Resources

Literature: "Charlie and the Chocolate Factory" by Roald Dahl
http://emints.more.net/ethemes/resources/S00000545.html
This site has suggested activities for the book, plus many interactive games and quizzes. Also read about author Roald Dahl. View photos, listen to sound files, and read song lyrics from the movie based on the book. Also has links to eThemes resources on Chocolate, Character Education, and Inventions.

Sports and Science
http://emints.more.net/ethemes/resources/S00000483.html
This site focuses on the role that science plays in sports. Learn how principles of physics, math, biomechanics, and sports nutrition relate to sports such as baseball, cycling, bowling, tennis, skateboarding, and more. Includes diagrams, interactive quizzes, and videos.

Literature: "Dear America Book: West to a Land of Plenty" by Jim Murphy
http://emints.more.net/ethemes/resources/S00000549.html
This site is about the book, "West to a Land of Plenty" that chronicles an Italian immigrant family's journey west. Also has information about author Jim Murphy. There are links to several eThemes on topics relating to the book's themes, including covered wagons, railroads, pioneers, and Westward Expansion.

Literature: "Number the Stars" and "The Diary of Anne Frank"
http://emints.more.net/ethemes/resources/S00000550.html
This site is about the Holocaust and Jewish concentration camps during WWII. Includes lesson plans to go along with the books, "The Diary of Ann Frank" and "Number the Stars." Also has information about creating dioramas.

Literature: Mystery Books
http://emints.more.net/ethemes/resources/S00000551.html
In this site you can read all about different mystery books and their authors. Books include, "Who Stole the Wizard of Oz," "Encyclopedia Brown," "Cam Jensen Mystery" series, "The Hardy Boys," "Nancy Drew," and "Bunniculla." Includes classroom activity ideas and some interactive quizzes.

Literature: "The Kid in the Red Jacket" by Barbara Park
http://emints.more.net/ethemes/resources/S00000552.html
This site provides suggested questions and activities for the book, "The Kid in the Red Jacket." Also includes sites on the related themes of friendship and adjusting to a new community.

Martin Luther King Jr.

Martin Luther King Jr. Classroom Crafts
http://www.geocities.com/Athens/Troy/9087/mlk/mlkart.html
Find some meaningful activities related to Martin King Jr. at this site. They can easily be incorporated into your classroom lesson plans, and might even offer some take-home thought and discussion on civil rights issues for younger children. Projects include black and white collages, milk carton buses, a picture quilt, and more.

Martin Luther King Jr. Timeline
http://www.pps.k12.or.us/district/depts/itss/buckman/timeline/kingframe.html
Find children's art accompanying the major events in Dr. King's life. You might want to consider having your own class create their own unique picture and textbook, after having studied or read about Dr. King Jr. Take it one step further and use Kid Pix software to integrate technology with this project. Get Kid Pix at: http://www.learningcompanyschool.com

Martin Luther King Jr.
http://www.angelfire.com/ga/prespecial/page67.html
This site offers some suggestions for early elementary classrooms to celebrate Martin Luther King Jr. Day. Activities include simple art projects, bulletin boards, and recipes.

I Have a Dream
http://web66.coled.umn.edu/new/MLK/MLK.html
The full text of Dr. King's speech is available here.
Have students reenact an event or a speech, or answer to the "I Have a Dream" speech above. Let it lead to discussion questions on how King's vision has been realized so far--and what particular associated issues the students themselves are having to address in their own lives.

Martin Luther King Jr. Discussion Topics
http://www.geocities.com/Athens/Troy/9087/mlk/mlkdiscuss.html
One of the most meaningful methods of imparting lessons is to let students discuss the issues themselves. This site provides discussion questions on Martin Luther King Jr. and civil rights for all groups, from very young children up to high school level. For older students, try debating teams to tackle issues.

Martin Luther King Jr. Scavenger Hunt
http://www.stanford.edu/group/King/chronology/index.htm
Excellent online resources are selected to accompany each question to be answered in this hunt, appropriate for upper elementary to middle school students. Extra credit can be given for taking the final quiz.

Dr. Martin Luther King Jr. in the Classroom
http://www.geocities.com/Athens/Acropolis/1465/mlk2.html
Several excellent activities and projects are suggested at this site for your classroom use. These ideas can be incorporated with your own lesson plans or used as separate and complete activities; for elementary through middle school.